DOCUMENT RESUME

ED 124 261 JC 760 342

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TITLE New Institutions for New Clientele.
PUB DATE 26 Aug 75
NOTE 16p.; Paper presented at the Eastern Iowa Community College District Workshop, Muscatine Community College, August 26, 1975

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Centralization; Community Colleges; Community Programs; *Community Service Programs; Consortia; Delivery Systems; Educational Innovation; *External Degree Programs; Interinstitutional Cooperation; *Junior Colleges; *Multicampus Districts; *Performance Based Education; Program Descriptions
IDENTIFIERS Metropolitan Community Colleges; Metropolitan Institute of Community Services; *Nontraditional Education

ABSTRACT

The Metropolitan Institute of Community Services (MICS) centralizes and expands all community service programs formerly offered independently by Metropolitan Community College District (Kansas City, Missouri) colleges. MICS, the fourth college in the District, is dedicated to community services and modeled not on existing structures, but on societal needs. It operates on a community base with a performance-oriented instructional delivery system of credit and noncredit learning experiences. Regarding human renewal as its primary purpose, MICS helps community learners define their competencies and obtain performance skills. During its first year of operation, MICS has served over 16,000 "new" students. It has operated as a consortium effort of the three other Metropolitan Community Colleges with a policy board composed of the three presidents and the chancellor. For convenience and because of the natural grouping of program effort, the Institute has been organized around three structures or centers: the Center for Urban Studies, the Center for Career Development, and the Center for Community Education. The various MICS programs for 1975-76 are described and directions and goals for the future are suggested. (Author/NHM)

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ED124261

"New Institutions for New Clientele"

presented by

Dr. Ervin L. Harlacher
Chancellor
The Metropolitan Community Colleges

at

Eastern Iowa Community College District Workshop
Muscatine Community College
Muscatine, Iowa
August 26, 1975

It's a pleasure to be with you this morning for I know we share common interests and problems of the multi-college system. My District serves the four Missouri counties of metropolitan Kansas City and is the oldest and largest system of higher education in the metropolitan area. We operate three semi-autonomous "brick and mortar" community colleges and a non-traditional "college without walls". This fall our system will serve almost 30,000 students.

It is my basic thesis that the program of community services represents the original non-traditional approach to higher education. Now, before you reject this thesis, let's examine three of the basic tenets of non-traditionalism:

1) The student should have responsibility for, and authority over, his own education.

2) The student's education should be directed toward acquisition of competencies rather than the accumulation of credits.

3) The "traditional" limitations of time and space should not construct student development. (But that's another speech in itself.)

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So, rather than describing the nature and scope of the program of community services in a rather traditional way, I would like to suggest this morning a non-traditional approach to non-traditional education--the creation of a new college dedicated fully to community service.

A vivid recent experience in Virginia suggests to me the need for the creation of new institutions for new clientele. While attending a conference near our Nation's capitol, I was privileged to visit the home of Thomas Jefferson in Charlottesville, Virginia. Monticello, which means "little mountain", was the product of Jefferson's fertile imagination and many talents and is so located on the crown of this little hill that the third President of the United States could stand at the North Portico of the mansion and look across the town to the Rotunda of his University. The University was his pride and he considered its existence one of his greatest accomplishments. He was its founder, its architect, and its first president. In Jeffersonian democracy's terms, it was our first "people's college."

Today there is a very remarkable sight to be seen from the North Portico, for between Monticello and the Rotunda of Mr. Jefferson's University there is another smaller hill, and on this rise sits Virginia Piedmont Community College. The juxtaposition is so symbolic that an educator, such as myself, is almost taken aback by this graphic lesson in change.

As I walked down from Monticello to the parking lot I wondered what Thomas Jefferson would have thought if he had been able to look ahead to this present day. He would be stunned at the technological advances, but he would also be impressed by what has been done in higher education. The community college would perhaps be more significant to him than it is to many of us. He would see the natural changes which led the European style university through the land grant movement and subsequently through the delivery of

the community colleges of the nineteen hundreds. Yes, Jefferson would understand completely that institutions of education, in order to stay alive and relevant, must be a living part of society; he would understand that when society changes, its public institutions either change or are replaced.

But what about us, I thought. Has the community college done everything possible to carry out its mission in higher education? Are there soft spots? Is there a need to either redefine the mission or to just finally apply the mission?

About five years ago in Chicago, I propounded a [illegible] offered a solution that I thought would be taken up by many community colleges. It wasn't. What I said then was that I thought most community colleges were still in search of their true mission and I called for the reconstruction of the community college as a community renewal college. The concept as originally propounded, perhaps focused too much emphasis on the community as a whole rather than the individuals who comprise it; obviously a community tends to decline, and thus be in need of renewal, only as personal obsolescence grows. Because of this, focus should be on human renewal rather than on rejuvenation of the more global entity. Whatever the case, I should like to acquaint you with some of the principles underlying our rethinking of the Community Renewal College concept, vis-a-vis, its implementation as a fourth college of our Community College District. But first, let's examine briefly another development.

Taken in the context of the Community Renewal College, perhaps Alan Pifer's suggestion at the AACJC meeting in 1974 was not as outrageous as he himself thought it to be; namely, that " . . . community colleges should start thinking about themselves from now on only secondarily as a sector of higher education and regard as their primary role community leadership."

Pifer cast us in a key leadership role for reconstruction of American society, when he said:

> "Other institutions have a part to play, of course, but I see the community college as the essential leadership agency . . . they can become the hub of a network of institutions and community agencies--the high schools, industry, the church, voluntary agencies, youth groups, even the prison system and the courts--utilizing their educational resources and, in turn, becoming a resource for them."

Pifer's admonition has led to AACJC's new community-based mission and was a forerunner of events in Kansas City.

The Board of Trustees of the Metropolitan Community Colleges on June 19, 1975, authorized the establishment of a unique fourth community college dedicated to community service and modeled not on existing structures, but on societal needs and operating on a community base with a performance oriented instructional delivery system of credit and non-credit learning experiences. In so doing, they approved the conversion of the Metropolitan Institute of Community Services into the fourth college; the offering of college credit courses in January, 1976; and the immediate employment of a college president.

More about the fourth college later, after a brief case study of the Metropolitan Institute's first year of operation.

The first step toward the creation of the fourth college was the centralization and expansion of all community services programs offered independently by District colleges under the Metropolitan Institute of Community Services.

Why centralization of community services? The answer is a simple one. Our District which serves four counties in the metropolitan area represents regional government, and the problems associated with metropolitan growth and development are not confined to single

subdivisions. Community restoration, which is at the very heart of the community services concept, requires a comprehensive and flexible approach, which is not possible when the community services functions are assigned to separate, autonomous colleges in a metropolitan area.

Dedicated to the proposition that human renewal--the personal upgrading of every citizen of our District--is its primary and overriding purpose, the Institute sees as its main function helping community learners define their competencies--those they already have and those they want to develop--and obtain performance skills, generating in the process a sense of responsibility for the future.

What has the Institute been doing during its first year of existence? Serving some 16,000 "new students" in community-based, performance-oriented programs, both degree and non-degree!

Before it could inaugurate these programs, however, it had to set up a mechanism for offering programs.

Operating as a consortium effort of the three colleges with a policy board composed of the three presidents and the chancellor, the Metropolitan Institute utilized three types of delivery systems:

1. Programs and services operated directly by the Institute.

2. Specific programs and services operated by the colleges under contract with the Institute, with the Institute serving as broker between client and college.

3. Programs and services permanently assigned to the college, with the Institute serving as coordinator.

Initially underwritten by the District in the amount of $250,000, the Institute supplemented these funds with grant monies from both public and private foundations, so that by

the end of the first year it had approximately $2 million with which to operate.

Some examples: Responding to the needs of business, industry, professions, and government in the metropolitan Kansas City area, the Institute of Community Services, shortly after its establishment, launched what was to become one of the most extensive in-plant, in-service training programs in the country. Operating under its Career Development Center, the Institute has been providing (1) Programs for 60 Sanitation Department workers in heavy equipment maintenance at the city's Fire Academy; (2) Studies in nursing management for 53 registered nurses at St. Luke's Hospital; (3) Similar studies for 72 low-level employees at Western Electric who aspire to become electronics technicians; and (4) Upgrading programs in secretarial science and supervision for employees of Veterans Administration Hospital, Department of Labor, Jackson County Court, and Public Library.

Others: (1) The training seminars launched for some 2,600 employees and employer representatives to acquaint them with their responsibilities under the Occupational Safety and Health Act; (2) The report writing programs for junior executives of the Commerce Bank's auditing, finance, and data processing departments; (3) The building trades program for out-of-school youth in house construction and building maintenance where prefabricated houses are constructed on sites obtained by and located in Model Cities neighborhoods; (4) The Manpower training and veterans counseling programs, emphasizing job training and upward mobility, designed to help people who want to work get jobs by providing personal and vocational exploration opportunities, career-oriented educational experiences, occupational training, and compensatory education leading to salable credentials (the General Education Development Certificate); (5) "Pit-Stop", a course popular with women and teenagers desiring to learn the fundamentals of automobile maintenance and tune-up;

(6) The short course for newly elected government officials, planned by a mayor's advisory council, to concentrate on the officials' duties and responsibilities as public servants; and (7) The specially tailored course developed for small construction contracting firms in blueprint reading and estimating, purchasing, financial recordkeeping, and construction project management.

The same careful search led to the development of a new program, begun several months ago, at Research Hospital in Kansas City to acquaint working women who also are homemakers with how to cope with their dual responsibilities. A majority of the employees at Research are women; some of them have unemployed husbands whose male egos are wounded by current circumstances. The Institute assembled a panel of women in similar plights plus two psychologists to analyze these problems, and with their cooperation, is conducting weekly eight-hour seminars for which the hospital is providing released time.

Another segment of the population the Institute is serving involves the Missouri Employment Security Office. The Institute has undertaken to train 150 of these people in four areas: inter-personal relations, motivation, vocabulary building, and clerical competencies. All of these programs are non-credit. But they provide the participants with insights and capabilities they could nowhere acquire except through these community-based programs.

In the area of human renewal, probably the Institute's most visible contribution is its provision of counseling, administrative, and fiscal services under contract to the Street Academy, a non-profit bootstrap corporation formed by four inner-city young men for the purpose of working with disadvantaged black youth in Kansas City's inner city. A storefront operation directed toward dropouts who lack motivation to return to school, the Street Academy now enrolls more than 200 youths. Featured are such activities as "The Ghetto Workshop," a regimen for the General Education Development Certificate; "Black Moods"

(creative art); "Check Yourself" (health); "Express Yourself" (Black history, black culture, and black awareness in game situations); "Write On"--and you spell that "write" w-r-i-t-e--(journalism); "Respect Yourself" (poise and grooming); "Sock It To Me" (brothers' baseball); and "Black Anxiety" (creative dancing).

For convenience and because of the natural grouping of program effort, the Institute was organized around three structures or centers:

1. The Center for Urban Studies
2. The Center for Career Development
3. The Center for Community Education

It is the District's goal in its 1985 Master Plan, based on market analysis (needs assessment), to establish not a new campus but a new concept: a community college without walls--and with a dispersion of appropriately equipped counseling and learning centers--a neighborhood college; one whose motivating purpose is to touch and renew the lives of every person in its four-county service area; and one that provides both formal and informal learning experiences through non-traditional delivery systems.

As our "college without walls", the fourth college will not be merely a low-standard version of the "college within walls". It will offer a different kind of education for a different kind of student--the "non-traditional" or "new" student.

The community renewal college offers a new model of education--one that is true to the integrity of the individuals as well as the needs of society--one that is dedicated to human renewal, recognizing that only as individual obsolescence is prevented does the community tend to be renewed and restored.

Emphasis in the fourth college will be on defined competencies, student-college educational pacts, continuous progress curricula, flexible grouping and scheduling, independent

study, hands-on experiences, community internships and more. It will utilize limited full-time faculty, possibly as team leaders only, and a maximum number of community faculty with demonstrated expertise in their several fields of endeavor. The college will allow the learner to begin where he is--where his previous learning stopped, progress at his own pace in accordance with his own unique learning plan, and achieve competencies that are meaningful to him. The fourth college will be a functional community-based and performance-oriented college.

Accordingly, I'd like to suggest a pragmatic definition of "community-based, performance-oriented, post-secondary education": Community-based means delivering the kinds of education the community members want (not the kinds the colleges think they should have); at locations where the learners are (not where we think they should be); all of this determined by open community participation in defining comprehensive learning needs, suggesting solutions, and facilitating delivery. Performance-oriented means that acquired competencies become more important than grades or credits and the learner can measure in his own terms achievement of an objective (without reference to the teacher's evaluation of it). In other words, "the welding student is able to weld."

A working definition of community-based, performance-oriented education is also suggested by example at a Florida community college. A course in "Aviation Landing" was developed to meet a community need. Called "Pinch Hitter" the course was not a course in flight technology, not a course that would prepare a participant to become licensed to fly--but a course that would prepare the small aircraft passenger (non-pilot) to control and safely land a plane in an emergency in case anything happened to the pilot! Being able to do that was a felt need, and it originated in the community the college was serving. Definitely, the course was both community-based and performance-oriented.

The fourth college will stress the Five Aims of Instruction articulated by Goodlad:

1. Teach the structure of a discipline, rather than facts in curricular content areas, by focusing upon the general principles that enable one to explain or predict phenomena dealt with in those areas.[1]

2. Teach methods of inquiry or problem-solving thinking as those methods are employed within a given curricular area.[2]

3. Teach competencies in independent study so that students become capable of planning and conducting their own learning activities.[3]

4. Set standards of excellence for mastery, holding all students to whatever levels of accomplishment correspond to those standards, and to the student's learning characteristics.[4]

5. Individualized instruction through programs of studies tailored to a student's needs and capabilities, whether through independent study, a tutorial relationship with a teacher, working cooperatively with other students, or studying in groups of varying size with teachers conducting lectures or discussions.[5]

In short, the overall goal would be to provide the most comprehensive community services possible, and to teach students how to learn so that, more than merely fostering the desire for lifelong learning, the college might give them the tools by which to translate that desire into lifelong actuality.

Now what about the market for this new fourth college? The Metropolitan Community College serve the four Missouri counties of metropolitan Kansas City, a service area of approximately one million people. Last year MCC served about 2 percent of the population

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[1] John I. Goodlad, et al., The Changing School Curriculum (New York: The Fund for the Advancement of Education, 1966), p. 122

[2] Jerome S. Bruner, The Process of Education (Cambridge, Mass.: Harvard University Press, 1960), p. 97

[3] Glen Heathers, The Strategy of Educational Reform (New York: New York University, School of Education, Nov., 1961), mimeo

[4] John W. Gardner, Excellence (New York: Harper & Row, 1961), p. 171

[5] Nelson B. Henry, ed., Individualizing Instruction. Sixty-first Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1972), p. 337.

area, while in California and other states with a well-developed community college system, a community college district serves some 25 percent of the service area population.

An enrollment study, as part of the 1985 Master Plan, indicated that the three existing MCC colleges would serve some 28,000 full-time and part-time students by 1985; and an additional 60,000 - 100,000, largely part-time students, would be seeking non-traditional learning experiences. The fourth college--one without walls--that would take its program to the people where they are appeared to be the reasonable solution to an otherwise serious dilemma. There was also an indication that additional "brick and mortar" colleges--even if the District could afford them--would not solve the problem of access for the "new students."

Doomsday forecasts of declining college enrollment are based on the traditional delivery systems of higher education developed in the late 19th and early 20th centuries and basically unchanged since. "This system assumes that a college or university is a physical location where students and teachers assemble, and that a college education consists of four years of courses . . . "

Expanded access will create a market considerably larger than what tradition has led us to expect. According to Dr. Edmund Gleazer, Jr., President of the American Association of Community and Junior Colleges, "within current confines alone, we know that if every 'housewife' took one 'course' every other year, the impact would be an instant tripling of 1972 enrollments. Outside those confines it is mind boggling to think of the market represented by the 'learning force' at large."

Item: The post-war babies now 26 years old will be available for post-secondary education through the year 2000.

Item: In only 26 years half the population will be 50 years of age or older.

Item: A recent survey by the Ontario Institute for Studies in Education indicated that most adults spend about 700 hours a year at anywhere from one to half-a-dozen "learning projects" outside higher education.

Item: Approximately 11.2 million adults (ages 18-60) exclusive of full-time students are now engaged in learning experiences sponsored by non-educational institutions such as labor unions, private industry, museums, professional trade associations, and governmental agencies. A number larger than all students now enrolled in colleges and universities.

Zero education growth? Hardly.

In the past, expanded access to higher education has meant allowing greater numbers of persons in the 18 to 24 year old age group to attend college. In the future, according to a February, 1973, report of The Joint Committee on the California Master Plan for Higher Education, "post-secondary education will be less campus-bound and will serve persons in all age groups. Many individuals have neither the time nor resources to attend a conventional college or university. Yet, their needs for post-secondary education are often at least as great as the needs of those who attend conventional colleges and universities."

The Master Plan study indicated that probably the populations most urgently in need of service by the fourth college are these:

1. The community service population
   a. cultural, avocational
   b. recreational, informational
   c. coordinating services

2. The educationally disadvantaged
   a. culturally different
   b. motivationally different
   c. academically different

3. The special needs population
   a. those with access problems
   b. those with special training needs
   c. those with highly specialized problems (dropouts, handicapped, parolees, retired persons, public assisted persons, exceptional persons)

And the primary need at the present time appeared to be twofold: (1) to improve access to the District's post-secondary educational services and (2) to expand and coordinate community services throughout the District so that every citizen has an opportunity to enhance and enrich his/her life.

It is, then, the intention of the fourth college to adapt the objectives of the comprehensive community college to a functionally organized delivery system which provides access to post-secondary education for population groups largely unserved by MCC in the past. (The "new students".) Its mission must be to help individuals grow in a variety of ways: helping them reach maximum employment; helping them acquire the skills and attitudes to restore and improve their neighborhoods; and helping them create a total learning society. It will serve as a change agent for the betterment of life conditions at the local level. And it will emphasize community service as the cornerstone of every program and curriculum.

Accordingly, the priorities of the fourth college will be human development, including learning skills; human interaction; civic or community responsibility; and marketable skills.

Its specific objectives will be:

1. To develop, expand, and coordinate community services activities throughout the District.

2. To recruit new clientele, directing its effort to those segments of the society not presently being served by the District colleges.

3. To coordinate its efforts with all other social and industrial agencies in the community to avoid unnecessary duplication and to avail itself of the use of present services.

4. To design performance-oriented criteria into its community-based operations.

5. To maintain a broadly based innovative delivery system--radio, television with its unique applications, newspapers, etc.--with strategic locations readily accessible to clientele.

6. To develop instructional objectives to improve performance skills, basic skills, and further the sense of responsibility for the future among its varied clientele.

7. To assume a posture of experimentation in its instructional design and delivery systems. (There must be constant evaluation and continual contacts with all segments of the community in order to facilitate coordination with existing programs.)

8. To establish a firm rapport and cooperative working relationships with the District's other colleges.

9. To represent at all times the best in post-secondary theories of educational responsiveness, based on sound principles of management and accountability.

10. To be accredited as an institution of post-secondary education qualifying therefor by providing--in an external, community-based framework--transfer and general education, occupational and technical education, counseling and guidance services, and community services.

The role of the fourth college will be to provide a non-traditional community-based delivery system to the District's communities that will supplement and complement the three colleges in at least five ways. It will:

1. Provide a testing ground for non-traditional activities which would benefit the entire District.

2. Provide expertise and assistance in educational programs under way and augment these programs (e.g., developmental study could be a combination of the fourth college's efforts and campus work in progress; specialists could be used as teams to perfect programs for the educationally disadvantaged).

3. Offer qualified personnel from existing colleges an opportunity to be part-time instructors in community-based, non-traditional learning activities (e.g., the fourth college could offer additional study and training ground for those seeking alternatives to traditional methods).

4. Serve as a catalyst for District-wide renewal by providing opportunities for "staff development" and program exploration and experimentation that would benefit all colleges and

personnel. For example, teachers interested in professional development could be assigned on a temporary basis to perfect non-traditional skills in curriculum development and teaching.

5. Take a leadership role in developing a multi-video delivery system for instruction. Much of the product of these efforts could be used by all the campuses.

The need for change and renewal in society today is obvious. Vachel Lindsay wrote a poignant verse that sums it all up better than I can:

> It's the world's one crime its babes grow dull,
> ...Not that they sow, but that they seldom reap;
> Not that they serve, but have no gods to serve;
> Not that they die, but that they die like sheep.

The avoidance of a living death through the continuous fulfillment of one's self still remains a central goal of higher education. When all is said and done, the community college--just like youth (according to George Bernard Shaw)--is much too important to be left only to the young. The crime of life is not to die, but to grow dull and to "die like sheep."

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